



Linda McCulloch, Superintendent  
Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501  
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**2001-2002 —The Reading Excellence Act  
Tutorial Assistance Subgrant  
ESEA Title II, Part C, Reading and Literacy Grants  
(enacted as Title VIII of P.L. 105-277)**

**Due Date:**

**Postmarked no later than August 1, 2002.**

**Return to:**

Debbie Hunsaker  
Reading Excellence Program Specialist  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501

**Funds Available:** \$575,000

The OPI is required to make at least one award to be allocated over a two-year period.

**Fiscal Information:**

Successful projects are expected to operate for two years. Grant awards will be issued for each budget year within that period.

July 1, 2002—June 30, 2003

July 1, 2003—June 30, 2004

**Review Process:**

- Proposals will be reviewed by a panel of at least three members from the Montana Reading and Literacy Partnership.
- Proposals must earn a minimum of 70 percent of total points possible to be awarded a subgrant. See scoring rubrics in the application packet.
- Successful applicants will be notified by August 15, 2002.

**Application:**

Applicants must follow the page limit requirements as indicated in Sections II and III of the application. Districts with more than one school applying, must have a Section II for each school. The page size should be 8 1/2" x 11" with a legible type no smaller than 12-pitch or 12-point type size, and one-inch top, bottom and side margins. One original and three copies of the complete application package must be submitted. Staple or binder clip each complete set of application materials; do NOT use binders, plastic covers, folders, dividers, tabs, etc. Submission by fax or electronic mail will not be accepted. The original must *include original signatures on all documents requiring signatures.*

**Assistance:**

Contact Debbie Hunsaker at (406) 444-0733, dhunsaker@state.mt.us; Marsha Davis at (406) 444-0793, msdavis@state.mt.us; or www.opi.state.mt.us/ReadingEx.

County\_\_\_\_\_ CO\_\_\_\_\_

District Name\_\_\_\_\_ LE\_\_\_\_\_

Postmark Date \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

## MONTANA READING EXCELLENCE ACT PROGRAM

### **Purpose of Program:**

Tutorial Assistance subgrants provide tutoring for children who have difficulty reading, including difficulty mastering phonemic awareness, systematic phonics, fluency, and reading comprehension. Such assistance may be provided before school, after school, on weekends, or during the summer, and instructional practices must be based on scientifically based reading research.

### **Background:**

The Reading Excellence Act (REA), Title II, Part C, of the Elementary and Secondary Education Act of 1965 (ESEA) P.L. 103-382, was enacted as Title VIII of the Labor-HHS-Ed Appropriations Act of 1999 by Section 101(f) of P.L. 105-277, the Omnibus Appropriations Act of FY99. Section 2253 of the REA authorizes a Reading and Literacy Grant Program to SEAs. Grants are to be awarded on a competitive basis to eligible SEAs, which in turn will make competitive subgrants to LEAs for two types of programs: Local Reading Improvement subgrants and Tutorial Assistance subgrants.

The purposes of the program are:

- to provide children with the readiness skills they need to learn to read;
- to teach every child to read fluently and with comprehension;
- to improve the reading skills of students, and the instructional practices for teachers and other instructional staff who teach or serve as tutors in reading through the use of findings from scientifically based reading research, including findings relating to phonemic awareness, systematic phonics, active purposeful vocabulary instruction, fluency, and reading comprehension; and
- to provide early literacy intervention to children who are experiencing reading difficulties in order to reduce the number of children who are incorrectly identified as a child with a disability and inappropriately referred to special education.

### **Eligible Districts:**

Only local educational agencies (LEAs) are eligible to apply for a **Local Reading Improvement** subgrant. In addition, all applicant LEAs must have at least one of the following:

- **School Improvement Status.** The district must have at least one school that is identified for school improvement under Section 1116(c) of ESEA, P.L. 103-382.
- **High Poverty Numbers.** The district must have the largest or second largest number of children in the state counted under Section 1124(c) of ESEA, P.L. 103-382.
- **High Poverty Rate.** The district must have the highest or second highest poverty rate of school-age children, in comparison to all other LEAs in the state.
- **Enterprise Community.** The district must be located in an area designated as an Enterprise Community under Part I of Subchapter U of Chapter I of the Internal Revenue Code of 1986.

### **Eligible Schools:**

Participating schools in eligible districts must be:

1. A school in Title I school improvement status;
2. A school with the highest or second highest number of poor children in the district; OR
3. A school with the highest or second highest percentage of poverty in the district.

### **General Education Provisions Act (GEPA)—Samples in Help Packet.**

Local applications must indicate clear and concise steps that will be taken to assure equitable access to and participation in the REA program activities regardless of gender, race/ethnicity, national origin, disability or age.

## MONTANA READING EXCELLENCE ACT PROGRAM

### SECTION I—GENERAL INFORMATION

District Name:	Project Starting Date:	Project Ending Date:
Authorized Representative's Name:	Title:	Telephone: Fax: Email:
Address:	City:	ZIP Code:

I hereby certify that to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application. The Board of Trustees agrees to the Common Assurances on file with the OPI and those included in this application in regard to this grant.

#### Additional Assurances:

1. The local educational agency (district)—
  - A. will use supervised individuals (including tutors), who have been appropriately trained using scientifically based reading research, to provide additional support, before school, after school, on weekends, during noninstructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading.
  - B. shall include an assurance that the local educational agency will make available, upon request and in an understandable and uniform format, to any parent of a student attending any school selected to receive assistance under subsection (d)(1) in the geographic area served by the local educational agency, information regarding the professional qualifications of the student's tutorial provider to provide instruction in reading.

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Date

### FOR OPI INFORMATION/APPROVAL

Date Received: \_\_\_\_\_

\_\_\_\_\_  
Reviewer's Signature

Approved: \_\_\_\_\_

Amount of Award: \_\_\_\_\_

\_\_\_\_\_  
Date

# MONTANA READING EXCELLENCE ACT PROGRAM

## TUTORIAL SUBGRANT APPLICATION SECTION II—NARRATIVE

### A. Program Overview (2 to 3 pages)

Points  
40

Provide a description of the proposed grant program, which includes the following:

- A description of the process used by the LEA or the school to select one or more tutorial assistance programs. The LEA must choose at least one school-based and one contract assistance program.
- A description of the scientifically-based reading research instructional practices and materials to be implemented that are consistent with the Montana Content Performance Standards and the local school's instructional programs.
- A description of how the instructional practices and materials will meet the needs of American Indian children.
- A timeline for the implementation of the program and other major program activities.

### B. Needs of the Target Audience (2 pages)

Points  
25

- Describe the needs of students targeted for tutorial assistance in reading.
- Describe how identified students will be selected.
- Describe the extent to which the LEA will serve identified students.
- Describe the extent to which the LEA will serve students who are at risk of being referred to special education based on reading difficulties or who have been evaluated but found not to have a disability.
- If more eligible children request tutorial assistance than can be served, outline your process for selecting children for the program.

### C. Process for Setting Criteria for Selection of Tutoring Provider(s) (2 to 3 pages)

Points  
20

- Describe the process you intend to utilize to determine the criteria and procedures for selecting the tutorial provider. Keep in mind the provider's record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through third grade, and early childhood literacy including indicators of improved students achievement, attitude, and subsequent continued achievement when students leave the tutoring program, and the process the provider uses to inform parents of their child's progress in tutoring.
- What scientifically based reading research will drive your choices? Keep in mind the provider's consistent use of instructional practices in phonemic awareness, systematic phonics, decoding, fluency, vocabulary, and comprehension based on scientific reading research.
- How will you ensure the provider(s) are knowledgeable about issues relevant to teaching reading to American Indian students?
- How will you ensure that the partnering tutorial providers use instructional practices consistent with and coordinated with the reading instructional methods and content used by the school the child attends?

### D. Offering Parents A Choice In Tutoring Programs (1 to 2 pages)

Points  
20

- Describe how the school will offer parents a choice between at least one school-based tutoring program and at least one contracted tutorial assistance provider.
- Describe how assessments will be available as documentation of tutorial effectiveness for parents who are making choices about tutorial providers.
- Describe how the school will develop procedures for parents who ask for assistance in making a selection of tutoring programs.
- How will you ensure that the providers tutoring American Indian children provide them with experiences and instructional materials that are culturally relevant and mirror the experience and speaking vocabulary of these children?

# MONTANA READING EXCELLENCE ACT PROGRAM

## TUTORIAL SUBGRANT APPLICATION SECTION II—NARRATIVE (CONT.)

### E. Management Plan for Measuring Impact (2 to 3 pages)

Points

45

- How will the tutorial program be managed?
- What is the plan to ensure quality assurance and faithful implementation of the project design?
- What is the management structure for integrating the school-based programming-both regular days and extended learning times-with the off site tutoring services?
- How will the program be evaluated?
- Include descriptions of:
  - the measurable goals of the tutoring program;
  - student performance outcome measures;
  - how the LEA will monitor program implementation;
  - how the provider will meet the needs of teachers and other instructional staff;
  - how the evaluation activities will provide measures to determine how effectively the program taught students to read;
  - the contract made between the provider(s) and the school (refer to the Tutorial Assistance Subgrant Activities page-section F for details).

### F. Coordination (1 page limit)

Points

5

- How will you coordinate and integrate resources from other state and federal programs to compliment your tutorial assistance program?

### G. Equitable Participation by Non-Public School Children (1 page limit)

Points

5

- How will you ensure compliance with the equitable access provision for non-public school children that are experiencing reading difficulties?

# MONTANA READING EXCELLENCE ACT PROGRAM

## TUTORIAL SUBGRANT APPLICATION SECTION III— BUDGET NARRATIVE

### Section III—Budget Narrative (2 pages)

Points

15

H. Use the two-column worksheet to assist you as you consider all areas listed throughout the application.

I. Schools must also submit a budget narrative/justification, which presents a rationale for the amount and use of funds received under the grant. Use the areas listed below in your school's narrative.

School-Based Before or After School or Summer Reading Tutorial Program	Estimated Costs	
	Year 1	Year 2
<b>Salaries</b>		
School Based		
• Salary/stipend for tutor coordinator		
• Tutor salaries (if non-volunteers are used)		
• Other (please specify)		
Contract Provider		
• Total for private provider program		
<b>Operating Costs</b>		
• Research-based materials for tutoring (itemized):		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
• Transportation costs		
• Number of tutees x cost per tutee		
• Other (please specify)		
• Indirect costs		
<b>Total Complete Tutoring Program (School-Based + Contract Provider)</b>		